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ABSTRACT

This paper chronicles the development of a materials selection policy for the library and audio/visual software components of Austin Community College's (ACC) Learning Resource System. The policy would establish authority for selection decisions, the intellectual framework within which decisions are made, and selection criteria and guidelines. It would serve to protect the library and librarians from criticism of the library collection; aid general collection development; and assist librarians in building a collection responsive to user needs and supplemental to college curricula. As an aid to developing a policy appropriate to ACC, Texas community and junior colleges were asked to send copies of their policies. Of 14 respondents, six schools submitted policies which were compared to Calvin Boyer's outline that served as the tentative basis of the ACC policy. The statements generally included most of Boyer's major categories: community description, responsibility for selection, intellectual freedom, complaint procedures, specific policies for material by audience, format, and subject, and gifts and weeding policies. After reviewing study results, ACC drafted its own policy; the first draft was rejected by the governing board because it lacked community description and analysis criteria. Another draft was approved. Appendices present the approved ACC policy and copies of policies from study institutions. (TR)

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THE DEVELOPMENT OF A LEARNING MATERIALS SELECTION POLICY FOR AUSTIN COMMUNITY COLLEGE

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Austin Community College
Austin, Texas, May, 1978

JC 780 410

THE DEVELOPMENT OF A LEARNING MATERIALS SELECTION POLICY FOR AUSTIN COMMUNITY COLLEGE

INTRODUCTION

The adoption of a learning materials selection policy is a basic requisite for the successful operation of any institutional library or Learning Resource Center (LRC). Most library boards or school boards approve such a policy within a few years of the libraries' operation.

This paper chronicles the development of a materials selection policy for Austin Community College (ACC) in Austin, Texas- a relatively recent community college operation which happens to find itself in just that stage of development appropriate to the establishment of an approved set of college policies and procedures.

Austin Community College was established by the voters of the Austin Independent School District (AISD) in December of 1972, and began operations in September of 1973 with an enrollment of 2200. Present enrollment is about 7000 FTE, 12,000 total, and growing.

The college operates on the precept that existing city resources will be utilized to the fullest for purposes of instruction and housing of offices. Real estate is leased from the city of Austin and includes two former high school campuses, Ridgeview in east Austin and Rio Grande in west Austin. Two evening centers are functional high schools during the day; Reagan and Crockett Centers. These centers have north and south locations respectively.

In addition, the college has agreements for use of about twenty other community facilities including Brackenridge Hospital for its allied health

programs and Zachary Scott Theatre for its drama department. Administrative offices for the total college are centralized in a separate leased facility located in downtown Austin. The college writes of itself as "not a single place but many places, many people, and many programs united as one institution."

This multi-locational arrangement has important implications for learning materials. While community resources are utilized as much as possible, such as the Crockett and Reagan High School libraries and the Austin Public Library, a problem necessarily remains with the equitable and convenient distribution of college owned or produced materials.

Governed by the AISD board of trustees, ACC receives most of its funding from appropriations of the state legislature and from student tuition and fees. An open admission policy is maintained with the following programs offered: freshman and sophomore university parallel courses (transfer program), occupational programs in a variety of areas, avocational and vocational continuing education courses, and adult basic education.

The Learning Resource System (LRS) has three components: library, media and equipment, and testing. The LRS houses the library and audio-visual software components of the LRS and it is on the selection of learning materials for these two areas on which this report will focus. As reference librarian at the Rio Grande Campus, I had the task of writing the selection policy for the LRS to be adopted by the AISD board.

PURPOSE AND SCOPE

The purpose of this paper is to describe the evolution of the materials selection policy developed for Austin Community College and to compare it both to an "ideal" selection policy outline and to other policies in effect in Texas community and junior colleges.

It is hoped that this paper will show the articulation of a selection policy which will be both close to the ideal in terms of community college library needs and at the same time indicate a document that reflects and fulfills ACC's own particular needs and objectives.

DEFINITION OF A MATERIALS SELECTION POLICY

A selection policy sets down general statements concerning (1) the authority for selection decisions (2) the intellectual framework within which decisions are made (3) criteria and/or guidelines used for selection and (4) a variety of other topics which relate to the collection and to the librarians who build it.

A policy for materials selection serves a variety of purposes. First, it protects the library and the librarians from " criticism from persons or groups who do not approve of material included in the library collection or who are unhappy because certain materials were excluded" (Boyer). A library which has a clearly defined and approved list of criteria used for selection will be in a better legal position to defend material that is challenged. In the case of a community college library, the most frequent challenge of

materials is apt to come not for reasons of moral objections but from faculty members who wish to know why certain requested materials were ordered and others were not. In many cases, the faculty member is interested in whether the pace of collection development in his particular field is commensurate with that in other fields. Discussion on this issue has taken place at ACC, but no case of material challenged on a moral issue has yet occurred.

The second major purpose of a materials selection policy is to aid general collection development. In other words, subject areas in which the librarians will select and will entertain purchase requests from faculty and students will be identified. In most community colleges, the LRS chooses its materials to support and supplement the college curriculum, that is, it selects materials which relate in some way to classes taught.

Peripheral to this purpose, librarians are interested in developing subject areas or portions of the collection such as reference, philosophy, or religion in which courses may or may not be taught. However, a comprehensive and conscientiously selected basic collection in terms of a wide range of subject matter is needed for an academic library to function adequately.

The third major purpose of a selection policy is to assist the librarians in building a quality collection. One measure of this is whether the collection answers the students' and faculties' immediate needs for information. In most cases, in-depth research material is not what is wanted- that is left to the university libraries. The community college student requires material that is up to date, timely, and deals with current issues and trends in a concise understandable manner. This places the community college librarian in the

position of dealing with an eclectic range of informational materials from academic to vocational technical.

The printed book is not the only consideration. Few community college LRSs today are without slides, films, filmstrips, filmloops, tape cassettes, videotapes, microfroms, and so on. These are usually referred to as audio-visual software (AV software). The various equipment on which the software is used; projectors, players, television hookups, etc. are known as A-V hardware. The ACC selection policy, therefore, includes selection criteria for audio visuals as well as print media.

THE IDEAL SELECTION POLICY

There is, of course, no one selection policy ideal for all libraries. There does seem to be, however, a set of components that tend to make the materials selection policy a more complete and worthwhile document.

Calvin Boyer's Book Selection Policies in American Libraries offers a suggested outline of components:

I. Community description and analysis

II. Responsibility for selection, legal and delegated

III. Intellectual freedom and procedures for complaints

IV. Policies by clientele served

- A. Adult
- B. Young Adult
- C. Children
- D. Readers of limited skill
- E. Students

F. Blind, physically handicapped, shut-ins

V. Policies by format of material

A. Books

1. Hardback books

2. Paperbacks

3. Textbooks and lab manuals

4. Synopses and outlines

B. Slides

C. Films and filmstrips

D. Newspapers

E. Recorded sound- Records, tapes, cassettes

F. Printed music

G. Pictures

H. Maps

I. Pamphlets

J. Periodicals

K. Government documents

L. Manuscripts and rare books

M. Microforms

VI. Policies by subject of material

A. Fiction

B. Non-fiction

C. Reference materials

D. Foreign language materials

E. Medicine

F. Law

G. Sex

H. Drugs and drug usage

I. Semi- and pseudo-scientific materials

J. Religion

K. Genealogy and heraldry

L. Guns, explosives, jujitsu, etc.

VII. Gifts policy

VIII. Weeding, discarding, replacement, duplication policies

IX. Relationships to other libraries and library systems in collection development

There are advantages and disadvantages to a selection policy that is written in detail and includes every one of the forgoing components. The library that adopts a very specific policy may encounter more occasions on which it can be faulted for not following its own guidelines. Generally, too, there are cases in which the library would like to make an exception to its own policy. On the positive side, the library achieves a greater measure of protection from disagreement or criticism. It also leaves itself open for more latitude of application of its guidelines and open to further revision of the policy through its governing board.

Austin Community College chose to take the course of a more general policy as it is a young rapidly changing institution with a growing LRS and currently in the process of establishing a first offical set of policies and procedures.

ANALYSIS OF SELECTED POLICIES

All schools included in the section of Texas community and junior colleges in Gleazer's American Junior Colleges 1971 were mailed a letter requesting a copy of their materials selection policy to be used as a model for ACC. Fourteen schools responded; three schools specifically stated that they, too, were working on policies. Six schools mailed actual policies. These were: Angelina Community College in Lufkin, Texas, Brazosport Community College in Lake Jackson, Texas, Lee College in Baytown, Temple Junior College in Temple, Wharton Community College in Wharton, and Paris Junior College in Paris.

These policies were read for sections or mentions which corresponded to Boyer's Outline. Points which exceeded Boyer's Outline will be taken up later. When a mention was found for a particular item, the community college's initials were placed in the appropriate column on the following chart.

The number of inclusions appears at the right.

BOYER'S OUTLINE	COLLEGES	NO.
I. Community description and analysis	LCC, PJC, ACC	3
II. Responsibilty for selection, legal and delegated	AnCC, BCC, LCC, TJC, WJC PJC, ACC	7
III. Intellectual freedom and procedures for complaints	BCC, PJC, ACC (no procedures)	3
IV. Policies by clientele served		
A. Adult	AnCC, BCC, LCC, PJC, ACC	5
B. Young Adult		0
C. Children		0
D. Readers of limited skill	PJC, ACC	2
E. Students		0
F. Blind, physically handicapped	ACC vetoed*	0
V. Policies by format of material		
A. Books (hardback)	AnCC, BCC, PJC, ACC	4
2. Paperbacks	LCC, WJC, ACC vetoed*	2
3. Textbooks and lab manuals	AnCC, LCC, TJC, WJC,AC	5
4. Synopses and outlines		0
B. Slides	ACC	1
C. Films and Filmstrips	ACC	1
D. Newspapers	AnCC, BC, WJC, ACC	4
E. Recorded Sound- records, tapes	AnCC, ACC	2
F. Printed music		0
G. Pictures		0
H. Maps		0
I. Pamphlets	ACC	1
J. Periodicals	AnCC, BC, LCC, TJC, WJC, ACC	6
K. Government documents		0
L. Manuscripts and rare books	LCC, TJC, WJC, ACC	4
M. Microforms	ACC	1
VI. Policies by subject of material		
A. Fiction	AnCC, WJC, ACC	3
B. Non-Fiction		0
C. Reference materials	LCC, TJC, PJC, ACC	4
D. Foreign language materials	AnCC, LCC, TJC, WJC, ACC	5
E. . . (NO MENTIONS) . L.		
VII. Gifts Policy	AnCC, BCC, LCC, TJC, WJC, PJC, ACC	7
VIII. Weeding, discarding, replacement, and duplication	AnCC (Duplication), BCC, LCC, WJC (Duplication)	4
IX. Relationships to other libraries and library systems in collection development	PJC, ACC	2

The chart shows that the colleges included most of Boyer's major categories to some extent. The depth of explanation and amount of detail included, however, varied greatly among the colleges. Paris Junior College, for example, went to great lengths over intellectual freedom whereas other colleges gave it only a mention. Both colleges were included on the chart as having incorporated a statement on intellectual freedom- usually the American Library Association's officially endorsed statements. The actual policies (in the appendices of this paper) can be compared for amount of detail.

Items which rated inclusion by three colleges or more have been identified and drawn up into the following composite outline. The sampled Texas community colleges, therfore, most often included the following components in writing their selection policies:

I. Community description and analysis
II. Responsibility for selection, legal and delegated
III. Intellectual freedom and procedure for complaints
IV. Policies by clientele served
    A. Adult
V. Policies by format of material
    A. Books
        1. Hardback books
        2. Paperbacks
        3. Textbooks and lab manuals
    B. Newspapers
    C. Periodicals
    D. Manuscripts and rare books
VI. Policies by subject of material
    A. Fiction
    B. Reference materials
    C. Foreign language materials
VII. Gifts policy
VIII. Weeding, discarding, replacement, duplication

The sample is quite small, but it is probably safe to say that most colleges did not feel the need to go into the detail that Boyer's Outline provided and

many categories were not mentioned at all, especially where specific subjects or formats of materials were outlined.

It is also safe to generalize that outside of making broad statements on intellectual freedom, the libraries involved do not tend to make statements concerning collection development in specific subjects such as sex, drugs, guns, or pseudo-scientific material. There are obvious reasons for this, and indeed, a stand on intellectual freedom without bringing up particulars or the suggestion of possible qualifiers would seem to be the best course to take. Colleges who have experienced problems in certain areas, of course, may wish to take exception.

While Boyer's model includes specifics rejected by many colleges in the formulation of their policies, it does not include several points or topics which occurred in a number of actual policies. The first of these is a statement on budgetary allocations. Several colleges felt that a policy statement on how funds were divided or how certain monies were allocated was of interest. This issue can be critical if rivalry exists between academic departments for the LRS' support services. In the case of multi-campus or multi-locational institutions such as ACC, it crops up periodically as an issue. At this point, however, ACC does not have a written division of funds. The developing collection is gauged and kept in balance by the reference librarians. The Directors of the LRS (we are somewhat unique in having two) are ultimately responsible for assuring that materials and services are eqitably distributed and readily available to all.

Several colleges also included statements on priorities for funds. Most community colleges are concerned that funds be spent primarily on materials

which support and supplement the curriculum. Second priority then becomes reference materials, bibliographic materials, special collections, and finally, peripheral subject areas or areas of recreational reading. It seems beneficial to include a statement about priorities as selection policies which include lists of subjects and formats seem less valuable when they are all given equal consideration in acquisitions. Few academic libraries, for example, operate well without a conscientiously developed reference collection.

The third subject mentioned by the colleges yet not included in Boyer's Outline was the matter of selection tools. Most community colleges rely on the substance of reviews in certain standard bibliographic periodicals such as Choice and Library Journal. A list of periodicals in use would indicate to the college's administration, the faculty and the student some of the reasons or basis for inclusion or exclusion of certain materials.

It is interesting to note that many community colleges contacted do not have a materials selection policy at all. Several alluded that they did not intend to adopt one but an equal number said they hoped to develop one soon. It is possible that this circumstance is not unusual for community colleges- but reasons remain speculative.

DEVELOPMENT OF ACC'S SELECTION POLICY

The first Austin Community College selection policy (Appendix A) was approved by department heads and middle-management personnel but never received board approval. An analysis of the policy according to Boyer's criteria showed it to be lacking in community description and analysis, a clear

statement of responsibility for selection, a statement on intellectual freedom, a gifts policy- among other deficiencies. A revision was in order.

Appendix B identifies the first draft of the new policy. This draft was formulated from specific points taken from other policies (Lee College and Wharton County Junior College in particular) and from points mentioned in Carter's Building Library Collections 1974, which also includes some sample selection policies. This draft was taken as a discussion document to a meeting of reference librarians, catalogers, and the two Directors of the LRS.

It is interesting to note what changes were suggested and made. The first comment was that the type of courses ACC offers should be stated in the introduction of the policy to better establish the statement on community description and analysis. The next modification was from the specific to the general; from a listing of materials formats to be considered to the simple substitution of the more general term- multimedia.

The "responsibility for selection" paragraph was then clarified and more closely delineated. The most significant point was the inclusion of a joint decision on the selection of all materials by the two directors rather than separate decisions made on the basis of format. ACC's two director system is somewhat unusual; one director holds a master's in library science and the other a master's in educational technology. The separate decision model is closer to what actually occurs in the decision making process, but the directors preferred not to make this a distinction written into the policy. Many decisions are indeed made jointly also.

"Materials considered for purchase" was a highly charged subject. Although Boyer recommends a statement concerning paperbacks and also special

materials for the handicapped, these statements were edited out of the final ACC version since they were regarded as likely to need revision or reconsideration at a later date.

An article by Pearl G. Waterhouse "What's so Non-Traditional about Non-Traditional Students" addresses well the subject of student diversity found in community colleges and the need to assess one's student body and then set up plans to serve those students. The demographic data on ACC students has been compiled and is available. Therfore, references to diverse ages, levels of eduation, ethnic groups, cultural heritages, are included in the introduction and in the section under " materials considered for purchase".

Under the criteria for purchase of audio visual materials, the number of faculty previewers was changed from one to two before the material would be considered for addition to the collection. It was felt that this would ensure more relevant and more needed material. Audio visual hardware was dropped fom the final version completely, the rationale being that faculty would not question brands of equipment, but would only be concerned as to whether appropriate hardware was conveniently available.

The gifts policy section was expanded to read that the college does not verify the stated value of gifts and donations. This statement would be of concern to those donating for income tax purposes.

The category dealing with internal sharing of resources was incorporated into the introduction section of the policy. The statement about the LRS committee was deemed inappropriate for inclusion by one of the directors. The reference to the LRS committee, a body designed to provide faculty, administrative, and student input into the LRS, was designed to give the policy a procedure and a forum for the protest of materials. As it stands, ACC has no

formal procedure for challenged materials. The channel of the LRS committee does exist informally and will possibly be incorporated into the policy for such a purpose at some later date or as soon as the need becomes apparent.

The type layout of the policy was borrowed from Wharton County Junior College and Lee College whose policies were considered most readable and concise.

Austin Community College now has a materials selection policy comparable in both quality and quantity to most in effect in community colleges in the state of Texas. Further revisions and refinements are expected as the college and the Learning Resource System matures.

#

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APPENDIX

Appendix A

Selection of Learning Resources, September 1977.

Appendix B

Materials Selection Policy, Discussion Draft, February 1978.

Appendix C

Materials Selection Policy, adopted 1978.

Appendix D

Angelina College Library, Acquisitions Policy.

Appendix E

Brazosport Library Materials Selection and Review; Policies and Procedures

Appendix F

Lee College Library, Acquisitions Policy.

Appendix G

Temple Junior College, Acquisitions Policy.

Appendix H

Wharton County Junior College, J.M. Hodges Learning Center Acquisitions Policy.

Appendix I

Paris Junior College Learning Resource Center Selection Policy.

MANUAL OF PROCEDURES

DATE	TITLE	NUMBER
September 1, 1977	SELECTION OF LEARNING RESOURCES	6200
REPLACES NUMBER DATED	BASED ON POLICY NUMBER AND TITLE VI-20, "Library"	PAGE 1 OF 3

I. PURPOSE

Within budgetary and space allocations, Learning Resource Services selects written, recorded, and other materials that support:

A. Aims and objectives of the College.

B. Courses offered in the curriculum.

C. Teaching methods of faculty members.

D. Special needs of students.

II. PROCEDURE

A. Criteria for Selection of Books

1. Materials to support the curriculum. The primary obligation of Learning Resource Services is to serve the College's students and their learning needs with resources of both a timely and enduring quality. The decision to purchase material is largely a pragmatic one: Does the material have real potential use for the students?

2. Balance of collection. The size of the collection is balanced according to:

   a. The current number of books in each Area.

   b. The need for equitable division according to the number of instructors teaching a specific course and the number of students attending those courses.

   c. The use that various collections have been receiving in the respective libraries.

3. Research collection. It is not practical in a collection geared to the community college student to allocate resources for the building of a research collection suitable for in-depth academic research. We do not seek to build a comprehensive collection in any one subject area: however, we do seek to provide a timely working collection that is vital, lively, and well-used.

B. Criteria for Selection of Periodicals

The periodicals collection (includes journals, microfilms, indexes) represents 10% of the book budget. Rising costs of periodicals make it

MANUAL OF PROCEDURES

DATE	TITLE	NUMBER
September 1, 1977	SELECTION OF LEARNING RESOURCES	6200
REPLACES NUMBER DATED	BASED ON POLICY NUMBER AND TITLE VI-20, "Library"	PAGE 2 OF 3

II. PROCEDURE (continued)

B. Criteria for Selection of Periodicals (continued)

imperative that each new purchase of a periodical and its length of retention be carefully assessed according to the following guidelines:

1. Extent of use. Emphasis will be placed on the use that students make of a group of titles that support a particular discipline as well as the use of individual titles.

2. Indexing. Access to articles and ease of use of a periodical are important; thus the inclusion of a periodical title in an index to which LRS subscribes is a determining factor.

3. Availability. Because of the wealth of library resources in the metropolitan area and the capability for sharing resources between the two Areas, each title shall be judged as a part of the 'whole.'

4. Recreational reading. A very limited selection of materials of general and popular interest (e.g., Sports Illustrated, Hot Rod, Jet) are heavily used. Such titles can do much to stimulate interest in reading skills, and will be purchased when need or interest is clearly demonstrated and funds are available.

5. Cost. Cost does not necessarily correlate with benefit: One cannot assume that the higher the price, the better the periodical. Therefore, requests usually will not be denied solely on cost considerations, although cost will of necessity be a deciding factor.

C. Responsibility for Material Selection

Responsibility for coordinating the collection as a whole, for balancing the collection, for determining the number of copies to purchase, etc., shall rest with the librarian at each Area. Learning Resource Services encourages faculty members to participate in selecting materials for building a comprehensive collection that reflects the instructional priorities of the College. Any member of the faculty or staff may request that an item be added to the collection by completing Form 603, Book Request Form. The librarian will assist the faculty or staff member in making these choices.

MANUAL OF PROCEDURES

DATE	TITLE	NUMBER
September 1, 1977	SELECTION OF LEARNING RESOURCES	6200
REPLACES NUMBER DATED	BASED ON POLICY NUMBER AND TITLE VI-20, "Library"	PAGE 3 OF 3

II. PROCEDURE (continued)

D. General Guidelines for Selection of Items

1. Unless the book is already well known to the selector, independent book reviews (not advertisements or announcements) will be used to select materials.

2. Increased faculty participation in selection is vital to LRS and its collections.

3. Because of the overall high cost of 16mm film, kits, and videotapes, these materials will be purchased only after faculty preview and the librarian's approval. (See attached Form 616, Preview Information Evaluation Form.)

4. Learning Resource Services will not, as a rule, purchase required textbooks; however, LRS will occasionally purchase texts that contain required or recommended readings.

5. The two-Area structure of the College and the access to its combined resources precludes the complete duplication of materials in both Areas. Sharing of resources shall continue to be central to purchase considerations.

ADMINISTRATOR RESPONSIBLE FOR PROCEDURE — DATE	EXECUTIVE DEAN'S APPROVAL — DATE
1.	3.
HEAD OF AREA AND TITLE — DATE	PRESIDENT'S APPROVAL — DATE
2.	4.

Appendix B

AUSTIN COMMUNITY COLLEGE

MATERIALS SELECTION POLICY

DISCUSSION DRAFT 2/78

I. INTRODUCTION

The primary goal of the Learning Resources System is to provide to the students and faculty learning materials that support and supplement the curriculum. The term "learning materials" refers to a wide range of subject matter as well as a wide range of format designed to reflect the aims and objectives of the college, courses offered, varied teaching methods of faculty, and special needs of students.

The Learning Resources System recognizes and seeks to serve a diverse clientele which is varied in age, reading ability, ethnic background, and previous exposure to formal education including learning resource systems. Toward this goal of service, we are establishing a collection, equitably divided between both areas of the college, which includes books, microforms, videotapes, newspapers, periodicals, tapes, and many forms of media software in subject collections ranging from educators' materials for community college professionals to materials for Spanish speakers. We seek to provide sufficient and useful materials for all programs and divisions at the college.

A relevant, useful, and current collection requires research and careful planning. It also requires time, money, and the enthusiastic support and recommendations of the faculty and students.

The following policy for materials selection will guide the LRS professionals and the faculty who work to make the Learning Resources System a valued and responsible component of the college.

II. RESPONSIBILITY FOR MATERIALS SELECTION

Faculty are responsible for making recommendations in their area of knowledge to the LRS. Selection requests of print and software from both areas are forwarded to the Director of the LRS, Area II who makes final decisions regarding purchase for the total college. Audio-visual equipment requests are forwarded to the Director of the LRS, Area I who makes final decisions regarding purchase for the total college. Decisions are made on the basis of criteria outlined in "General Guidelines for Selection."

Responsibility for coordinating and balancing the collection as a whole rests with the head reference librarian in each area. Reference librarians suggest materials or equipment for order as needed. They are also responsible for soliciting faculty and student requests for purchase or rental of materials. The faculty should regularly send all book and audio-visual lists to the LRS as far in advance as possible. The librarians will notify faculty of new works in their field whenever possible.

Both Directors are responsible for continual assessment of the balance of the collection and for making necessary budgetary adjustments in regards to LRS monies spent on materials for various departments throughout the year.

III. MATERIALS CONSIDERED FOR PURCHASE

Subject matter that is directly curriculum related is always considered for purchase. (ie. Texas Government, Office Occupations, etc.)

The following subject areas are singled out as being worthy of acquisition even though courses may or may not be taught specifically in these areas.

1) Professional materials dealing with junior and community colleges administration, teaching methods, and curriculum of interest to faculty and administrators.

2) Spanish - English materials or other foreign language materials as deemed necessary and appropriate.

3) Fiction as required for English courses, or as deemed significant for a basic collection by the reference librarians.

4) Black History, a collection begun at Ridgeview Campus.

5) Philosophy and Religion as needed.

6) Library Science and Media Technology as needed.

7) Women as Women as needed.

8) Reference materials on any subject as indicated by numbers and types of reference questions put to the librarians.

9) Special materials for the visually or hearing impaired.

10) Low reading level materials as appropriate.

The following materials are not normally considered for purchase:

1) Required textbooks.

2) Specialized technical books beyond the needs of the students.

3) Rare books or limited editions.

4) Specialized research materials beyond the needs of the students.

5) Paperbacks, unless hardbacks are unavailable or prohibitively expensive.

IV. GENERAL CRITERIA FOR PURCHASE OF PRINT MATERIALS

Librarians select on the basis of reviews or critiques appearing in standard selection periodicals such as Booklist, Choice, Library Journal, and the New York Times Review of Books. Standard lists and bibliographies such as the Opening Day Collection and The Junior College Library Collection are also used in building the collection.

The following questions are then considered by the Area II Director for all print materials recommended for purchase from any source:

1) able to fit the guidelines established in III of this policy?
2) not already available in the collection?
3) in demand?
4) of importance in building or rounding out the collection?
5) of importance for the college to own rather than to borrow or use at other libraries?
6) of significance and/or permanence?
7) of reputable authority or authorship?
8) timely, current?
9) of reputable and conscientious publisher?
10) included in indexes?
11) included in standard lists and bibliographies?
12) of price commensurate with quality?
13) purchasable with funds available?

V. GENERAL CRITERIA FOR PURCHASE OF AUDIO-VISUAL MATERIALS

Audiovisual software is considered for purchase after it has been previewed and critiqued by the faculty member who initiated the request. Is the material?

1) accurate, objective, and current?
2) credible, relevant, imaginative, interesting?
3) well organized and logical?
4) level appropriate?
5) sound quality good?
6) photography good?
7) meet or supplement course objectives?
8) able to be used with equipment already available?
9) sufficient without expendables (worksheets, etc)?

AUSTIN COMMUNITY COLLEGE
MATERIALS SELECTION POLICY

ADOPTED 1978
Appendix C

Introduction and Purpose

The primary goal of the Learning Resources System is to provide to the students and faculty learning materials that support and supplement the curriculum.

The college curriculum includes freshman and sophomore university-parallel courses, occupational programs in a variety of areas, avocational and vocational continuing education courses, and adult basic education. Therefore, the term "learning materials" refers to a wide range of subject matter and formats chosen to reflect the purpose of the college, courses offered, varied teaching methods of faculty, and special needs of students.

The Learning Resources System recognizes and seeks to serve a diverse clientele which is varied in age, reading ability, ethnic background, and previous exposure to formal education including learning resource systems.

Availability of Materials

We seek to provide a sufficient and useful multimedia collection for all programs and divisions at the college, equitably divided between both geographic areas. As is suitable for a community college, we do not seek to build a comprehensive or research collection in any one subject area. We do attempt to provide a timely collection that is relevant, vital, and useful. Such a collection requires research and careful planning. It also requires time, the enthusiastic support and recommendations of the faculty and students, and the financial support of the college.

Responsibility for Materials Selection

Faculty members, full and part-time, should be aware of LRS materials available for their own and their students' needs. Faculty have a professional responsibility to make materials recommendations in their area of knowledge. They should, also, regularly send all book and audio-visual assignment lists to the LRS as far in advance as possible. Librarians will assist the faculty in these endeavors.

Librarians are responsible for collection development in terms of coordinating and balancing the collection as a whole. They will submit requests for materials or equipment as needed, and will regularly solicit faculty and student requests for purchase or rental of materials.

Directors of the LRS are responsible for purchase decisions based on the criteria outlined in "General Guidelines for Selection". Decisions are made jointly by the Directors of the LRS after consultation with appropriate members of the faculty and staff. Directors are also responsible for continual assessment of the balance of the collection and for making necessary budgetary adjustments in regards to LRS funds spent on materials for various departments throughout the fiscal year.

Materials Considered for Purchase

Subject matter that is directly curriculum related is considered first for purchase. This includes items needed for class assignments, supplemental reading and supplemental materials for use in preparing term papers and reports, along with those reference and bibliographic tools which will facilitate finding and using such materials.

After primary needs have been met, consideration can then be given to materials which will meet special interests or needs of the student body and the faculty. These may include professional materials dealing with junior colleges, foreign language materials, fiction significant to a basic collection, multi-cultural studies, women's studies, or peripheral subjects such as philosophy and religion, not taught at the college, but needed for a basic collection.

Materials Not Considered for Purchase

Required textbooks are not normally considered for purchase, along with specialized technical books or research materials beyond the needs of the students. Rare books or limited editions are generally not purchased.

General Criteria for Purchase of Print Material

Librarians first select on the basis of review of critiques appearing in standard selection periodicals such as Booklist, Choice, Library Journal, and the New York Times Review of Books. Standard lists and bibliographies such as the Opening Day Collection and The Junior College Library Collection are also used in collection development.

The following questions are then considered by the Director of the LRS, Area II for all print materials recommended for purchase by faculty, students, or staff:

1) able to fit the guidelines established in this policy for "materials considered for purchase"?
2) not already available in the collection?
3) in demand and of potential use?
4) of importance to the college to build or round out the collection rather than to borrow or have students use at another library?
5) of significance, permanence and knowledgeable authorship?
6) of reputable and conscientious publisher?
7) timely, current?
8) included in indexes?
9) included on standard lists and bibliographies?
10) of cost commensurate with quality and potential benefit?
11) funds available?

General Criteria for Purchase of Audio-visual Materials	Audiovisual material is considered for purchase only after it has been previewed and critiqued by at least two faculty members. They consider whether the material meets or supplements course objectives, whether it is accurate, current, objective, imaginative, well organized and logical, and the overall technical quality of its production. The Directors of the LRS then consider the previewed and recommended material on the basis of need, anticipated permanence and extent of use, and funds available. They consider whether the college could produce similar materials better or cheaper. Equipment already available for use with audio visuals is also taken into account.
General Criteria for Selection of Miscellaneous Formats	Microforms are selected to meet storage and cost considerations. Periodicals are selected to provide current information not readily available in other formats, supplement the book collection, serve as reviewing and selection aids, and, occasionally, to provide recreational reading. They are considered as to expected amount of use, similar periodicals already available, extent and existence of indexing, reasonable cost, and funds available. Newspapers are selected to represent local, state, and national news and provide current information. New subscriptions are assessed according to their unique informational contribution and expected extent of use as well as cost. Because of space limitations, cost, and poor wearing quality, back issues are held for a short time only before recycling. Pamphlets, catalogs, maps, or other emphemeral materials are selected on the basis of usefulness and are not generally catalogued into the collection. A vertical file has been established to house these materials.
Gifts	The same selection standards apply to gifts as to the rest of the collection. The LRS reserves the right to refuse materials and/or to dispose of any materials after acceptance which do not meet its needs or requirements according to stated college policy for disposition of materials. The college does not independently verify the stated value.
Library Bill of Rights	The LRS subscribes to the following "Library Bill of Rights" adopted by the American Library Association.

APPENDIX D

ANGELINA COLLEGE LIBRARY, LUFIN, TX.

ACQUISTIONS POLICY

1. The librarian is responsible for an effective administration of materials selection. A thorough knowledge of the purposes of the college, the curriculum, and the place of the library in instruction becomes a necessity in this duty. There must be a continuous evaluation of the materials collections, and an endeavor to assess the strength, and weaknesses in order to balance these collections.

   A long-range planning program should be developed with reference to efficient and economical purchases. This planning program should be coordinated with the college community and the library staff for necessary effectiveness. Not only must there be Administrative support and guidance along with the provision of the necessary funds; but there must be general faculty interest and participation in the over-all program. Student suggestions and advice are also an important part of the selection program and must be encouraged. The Dean of Instruction and the President should give final approval.

2. Division Directors are charged with the responsibility of developing a vital and current interest within their own Division Faculty in the selection and use of library materials. This will involve surveys of teaching requirements, assignments, class sizes, and an investigation of curricular interest. It will also be the Director's responsibility to investigate and evaluate reading lists, bibliographies, reference titles and supplementary reading needs for both the Division Faculty and its students. Recommendations observed from these surveys should be presented to the librarian.

3. Faculty members, full or part-time, should be aware of the materials in the various subject fields that are available for professional study, student assignments, and supplementary reading needs. They should also be aware of their professional importance in checking these needs, making requests, and building their Division materials collections by submitting purchase requests for the library through their Division Directors.

4. Materials budgets will not be assigned specifically to each department. Instead special conferences with the Division Directors will ascertain specific needs for material in subject areas, taking into consideration new courses, materials already in the collection and the needs of other departments.

5. Priority for books and other materials to be purchased for the library will be given to those materials which meet the direct curricular needs of the students in the courses offered, including: items needed for class assignments; collateral reading; references in the textbooks; supplementary individual study, or for use in preparing term papers and reports; and those reference and bibliographical tools which will facilitate finding and using these materials.

6. After the primary needs have been met then consideration can be given to other desirable materials which will give balance to the collection or meet vocational, avocational, cultural, special interests or needs of the student body, and the faculty.

7. Materials pertaining to junior colleges will be acquired and added to the collection.

8. Outside the normal scope of the library purchases are:
   a. Rare books and first editions per se. (Some out-of-print books are now considered in this category--price wise; however, if justification can be made for the purchase, it is approved.)

   b. Extensive collections of materials in a limited subject area.

   c. Research materials on a graduate level, except for those few items needed by the junior college student.

   d. Books in minor languages not taught at the college.

   e. Fiction except for representative titles and books needed for literature classes.

   f. Files of other than current newspapers. (exception: New York Times)

   g. Technical reports. (Except when needed for classes.)

   h. Specialized technical books beyond the needs of the students.

   i. Textbooks for courses offered at the college.

9. Duplication within the library will be limited for books and other materials, except where the needs of the students and the continued demand for the book make it apparent to the library staff that additional copies should be secured. Initially, only one copy of a title will be purchased for most materials.

10. Out-of-print book materials will meet the same criteria for purchase as for other books, and in addition, they will be considered in relation to the proportion of the book budget, and reprints will be preferred to out-of-print originals.

11. Gift books will be accepted only if the library may dispose of them if they fail to prove desirable additions to the book collection because of their physical condition, obsolescence of the information contained, or failure to be of sufficient use to the users of the library. If any large, unique, significant collection in a limited subject area were offered as a gift it might be judged on the value of the collection as a whole and not on the value of the individual book in the collection.

12. Periodical subscriptions will be entered after taking into considerations: (1) curricular needs, (2) interests of the students and faculty, (3) type of information contained in the magazine, (4) whether or not they are indexed in available periodical indexes, (5) cost of the subscription in relation to its possible use, (6) inclusion on standard lists, and (7) other subscriptions already received by the library in the same general area of interest. Late periodical subscriptions will be entered to start, as far as possible, at the same time as the annual bid list. Since most periodical

subscriptions will be handled through an agency, and since much time is needed before the first issue is received, recommendations for new periodicals to be added to those already available should, as far as possible, be made by department chairmen at least six months before the subscription is to begin.

13. Records, tapes, filmstrips and other audio-visual materials will be ordered in the same manner as for books with the priority given almost exclusively to curricular needs. Division directors will be asked to submit a list of anticipated needs in this field annually.

APPENDIX E

BRAZOSPORT COLLEGE

LIBRARY MATERIALS SELECTION
AND REVIEW POLICIES AND PROCEDURES

Responsibilites of the College Library

It is the policy of the Brazosport College library to select materials in general agreement with the principles set forth in the School Library Bill of Rights as adopted by the American Association of School Libraries which lists responsibilities of the library as follows:

To provide materials that will enrich and support the curriculum taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgements in their daily life.

To provide materials on opposing sides of controversial issues to that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

2. Selection of Library Books, Magazines, Periodicals, Newspapers, etc.

Two basic factors, in addition to the general needs of the community college, are to be kept in mind in the selection and/or acceptance of library books, magazines, periodicals, newspapers, etc. The first if factual accuracy, authoritativeness, balance, integrity. The second is a quality of stimulating presentation, imagination, vision, creativeness, style appropriate to the idea, vitality, distinction, and general appropriateness. These items are to be selected primarily to provide for the interest and needs of the community college and its program. It is the responsibility of the Director of Library Services to receive input, suggestions, and recommendations from the staff, faculty, and students in the selection of books, magazines, periodicals, newspapers, etc. The Library Committee is to be provided special opportunities for input, advice, suggestions, etc., but also in evaluating the selection procedures, etc. The authority for final selection resides with the Director of Library Services in consultation with the Vice President and approval of the President as appropriate.

3. Reception of Gifts

Books, materials, etc., shall meet the same criteria as the books, materials, etc., purchased before being accepted by the library as gifts. All books and materials thusly accepted will become the property of the college and subject to the library's rules for distribution, housing and disposal. If gifts prove to be duplicates of materials already in the library, the Director of Library Services shall make arrangements to dispose of them in accord with policy for disposing other library books, etc.

4. Materials Review Procedures

A. Individuals questioning whether or not certain books and materials are appropriate for the college library should present their criticism, in writing, to the Vice President or the Director of Library Services. The criticism should include specifics and identify objectionable items in books, magazines, and publications as to chapter and page.

If the criticism is reported to the Director of Library Services, the report shall be forwarded immediately to the Vice President. The Vice President, upon receiving a written criticism, shall notify immediately the Director of Library Services in writing, of such criticism and shall, within five school days, refer the criticism to the Library Committee and also provide a copy to the President of the college.

B. Allegations will be considered by the Library Committee. This committee may select other faculty members in the subject matter field of the book challenged to serve with them, and the book of materials will be judged by the committee as to its conformity to the principles presented in paragraph 2 of these policies.

C. When a formal criticism is received, the books or materials involved will be suspended from circulation pending a written decision to the Vice President by the above committee. Materials removed from the shelves shall be retained in the locked case of the library with its cataloging which shall be removed from the public catalog. Recirculation is contingent on the committee's decision.

D. Appeals from this decision may be made, in writing, to the President.

5. Withdrawal and Disposition of Withdrawn Materials

In consultation with appropriate personnel, the following materials may be withdrawn from the collection and discarded or exchanged:

1. Obsolete materials
2. Superceded editions
3. Unindexed periodicals
4. Superfluous duplicates
5. Badly worn or defaced volumes for which there are suitable replacements
6. Unused materials not listed in basic bibliographies

Materials reported lost and not recovered within two years will be marked withdrawn in the accession records.

LEE COLLEGE LIBRARY

ACQUISITIONS POLICY

Director of Learning Resources and Acquisitions

The Director of Learning Resources Center is responsible for the selection of books, audio-visual and other materials to be acquired for the library with the aid and advice of the faculty and within the limits set by the annual budget. He will examine the recommendations and requests made by the faculty together with items located through standard lists, notices, catalogs, and other sources of selection aids, and make the selection of those items to be acquired with the view of maintaining a balanced collection in all subject areas as well as meeting the curricular needs of the subjects and diciplines taught at Lee College. As a member of the Curriculum Committee, he shall keep abreast of new courses to be offered from time to time and shall see that the needed materials to support the new courses is acquired and available when the new courses are to be offered.

Departmental Chairpersons and Acquisitions

Departmental chairpersons are urged to establish within their departments, procedures for initiating recommendations for acquisitions which will develop the collection for the use of their students in areas of curricular interest under their jurisdiction.

Faculty Members and Acquisitions

Faculty members, particularly those who teach the only sections or section of a given course, and those who teach in programs offered only in the evening, or off-campus areas, such as TDC, are urged to make their recommendations for purchase through their Department Chairperson.

Budget Distributions

Book and non-book budgets are not assigned specifically to each department. The procedures followed are sufficiently flexible to accommodate all reasonable instructional needs. When purchasing 16mm motion picture films, the department may be asked to help pay for the purchase of the print if the film is not used in more than one dicipline.

Priorities

Priority for books and other materials to be purchased for the library is given to those materials which meet direct curricular needs in the courses offered, including items needed for class assignments, collateral reading, references made in the textbooks, supplemental individual study of term papers and reports including those reference and bibliographical tools which will facilitate finding and using these materials. Priorities will be given to up-dating reference sets, such as encyclopedias and year-books and certain other dated materials, including materials for the law collection.

Priority will also be given to the preservation of Lee College materials relating to the history, and business transactions in an archival sense.

Secondary Considerations

After the primary needs have been met, then consideration may be given to other desirable materials which will give balance to the collections or meet vocational, avocational, cultural or special interests or needs of the student body and the faculty. Consideration will be given, as financial capabilities permit, to needs of the community, especially in the collection and perservation of area history.

Professional Materials Relating to the Community College Subject Field

Because of the nature and mission of Lee College, a strong collection of materials pertaining to two-year colleges will be acquired and kept up-to-date for the benefit of the Board of Regents, administration, and faculty of the institution.

Oral History Collection

Because of the pride in the community held by the students, faculty, administration, and other supporters of this institution, considerable effort will be made to collect, store, and catalog an oral history collection in association with the Sterling Municipal Library.

The master file of this collection will be maintained in a secure area of the Library and when materials are properly released for use by the subject of the tape, they will be available for use by the public.

Materials Not Normally Purchased

With exceptions noted above, the Library does not purchase:

Rare books and first editions per se.

Extensive collections of materials in limited subject areas.

Research materials (except those for use in student papers)

Books in languages not taught at the college

Highly specialized technical books

Textbooks for courses offered at the college

Expensive materials easily available elsewhere in our library service area

Multiple Copies

Multiple copies will be acquired where the needs of the students and the continued demand make additional copies necessary. Paper back copies will be acquired as first choice in multiple copies.

Out-of-Print Materials

Out-of-print materials will meet the same criteria for purchase as other books. Where possible modern reprints will be preferred to out-of-print originals.

Gifts

Gift materials, representing as they do, an outlay of far more library staff time and processing costs than do new materials, will be accepted only if the Library may dispose of them if they fail to prove desirable additions to the collections because of their physical condition, obsolescence of the contents, or failure to be of sufficient use to the clientele of the Library. Should any large, unique, or significant collection in a limited subject area be offered as a gift, it might be judged in the value of the collection as a whole to the Library and not on the value of the individual items in the collection. Any gift offered with strings attached, such as location, special use, or limitations, will be declined. For materials received and used by the Library a tax statement will be furnished to the donor if so requested at time of acceptance.

Periodical Subscriptions	Periodical subscriptions will be entered after taking into consideration: (1) curricular needs, (2) interests of the students and faculty, (3) inclusion in periodical in indexes, (4) availability in other libraries in the Lee College area, (5) cost of subscription, and (6) near duplicate materials already received. Whenever possible periodical subscriptions will be entered to start at the beginning of the calendar year or volume. In certain instances, consideration will be given to acquire the earlier volumes of a periodical title if funds are available.
Audiovisual Materials Defined	Audiovisual materials which are included in the holdings of the Library are: recordings (disc, audiotape, and videotape), motion pictures (8mm and 16mm), filmstrips (captioned and sound), transparencies (2x2 slides), and combined media kits. Other materials (such as overhead transparencies, games, etc.) are not considered as Library materials. Maps are included in certain instances.
Selection of Audiovisual Materials	Most departments, both in academic and vocational/technical, have funds in their budgets for audiovisual materials. These funds are used to buy transparencies, individual concept modules, filmstrips, etc. The Library

audiovisual funds are used to purchase materials such as 16mm, 8mm, sets of multi-media materials, and general materials of use to all areas of interests on campus. The selection of audiovisual materials is based upon the same principal or criteria, as books and other print materials. Priority for selection is given to materials relating to the curricular needs of the college. As a rule, all 16mm films or video tapes, should be previewed in advance before final decision is made to purchase. For 16mm films or video tapes costing over $100, priority is given to those items to be used for interdisciplinary subject fields.

APPENDIX G

TEMPLE JUNIOR COLLEGE

ACQUISITION POLICY

The Director of Library Services is responsible for the selection of the books and other materials to be acquired for the library with the aid and advice of the faculty and within the limits set by the budget. The librarian will examine the recommendations and requests made by the faculty, together with items located through standard lists, notices of new publications, out-of-print catalogs, and other sources and make the selection of those items to be acquired with the view of maintaining a balanced collection in all subject areas as well as meeting the curricular needs of the subjects taught with, of course, the final approval of the administration.

Subject Matter Coordinators and Program Directors are responsible for suggesting materials which will develop the collection for the use of the students in areas of curricular interest under their jurisdiction. The main responsibility of book selection lies with the individual faculty member. While faculty members are responsible for making recommendations to their respective Chairmen, they are not authorized to make actual purchases in the name of the College.

Library materials will be assigned to each division. The Director of Library Services will distribute the library materials budget according to the need for material in the subject areas, taking into consideration new courses, use of the materials by students and faculty members, and the cost of available materials.

Priority for books and other materials to be purchased for the library will be given to those materials which meet direct curricular needs of the students in the courses offered, including items needed for class assignments, collateral reading, references in the textbooks, supplementary individual study, or for use in preparing term papers and reports, including those reference and bibliographical tools which will facilitate finding and using these materials.

The following materials will not normally be purchased:

1. Rare books and first editions per se.
2. Extensive collections of materials in a limited subject area.
3. Research materials (except for those that have a definite function).
4. Books in languages not taught at the College.
5. Technical reports (except when needed for specific classes).
6. Specialized technical books beyond the needs of students.
7. Textbooks of courses offered at the College.

There will be a limited amount of duplication of titles except where the needs of the students and the continued demand for the book makes it apparent to the library staff that additional copies should be secured. For most materials initially only one copy of a title will be purchased.

Out-of-print book material will meet the same criteria for purchase as other books, and, in addition, they will be considered in relation to the proportion of the book budget they will represent. Where possible, modern reprints will be preferred to out-of-print originals.

GIFTS

Gift books will be accepted only if the library may dispose of them if they are not judged to be desirable additions to the book collection.

Any money given to the library may be given to purchase materials in a subject area, but the specific book will be selected by the library staff and the library and instructional media committee.

PERIODICAL SUBSCRIPTIONS

Periodical subscriptions will be entered after taking into consideration: (1) curricular needs, (2) interests in the students and faculty, (3) type of information contained in the magazine, (4) whether or not they are indexed in available periodical indexes, (5) cost of the subscription in relation to its possible use, (6) inclusion on standard lists, (7) other subscriptions already received by the library in the same general area of interest. Periodical subscriptions will be entered to start, as far as possible, at the beginning of the calendar year.

Since most periodical subscriptions will be handled through an agency and since much time is needed before the first issue is received, recommendations for new periodicals should, as far as possible, be made by subject area coordinators at least six months before the subscription is to begin. All periodical subscriptions will be reviewed annually and all necessary titled deleted.

APPENDIX H

WHARTON COUNTY JUNIOR COLLEGE

J.M. HODGES LEARNING CENTER ACQUISITIONS POLICY

Learning Center

The Learning Center Staff Member is responsible for an effective administration of materials selection. A thorough knowledge of the purposes of the college, the curriculum, and the place of the learning center in instruction becomes a necessity in this duty. There must be a continuous evaluation of the materials collections, and an endeavor to assess the strength and weaknesses in order to balance these collections.

A long-range planning program should be developed with reference to efficient and economical purchases. This planning program should be coordinated with the college community and the learning center staff for necessary effectiveness. Not only must there be Administrative support and guidance along with the provision of the necessary funds; but there must be general faculty interest and participation in the over-all program. Advice and student suggestions are also an important part of the general elements of the selection program which must be encouraged and directed, then presented to the Dean of Instruction and the President for their final approval.

Departmental Chairman

Departmental Chairman are charged with the responsibility of developing a vital and current interest within their own Departmental Faculties in the selection and use of library materials. This will involve surveys of teaching requirements, assignments, class sizes, and an investigation of curricular interest. It will also be the chairman's responsibility to investigate and evaluate reading lists, bibliographies, reference titles, and supplementary reading needs for both the Departmental Faculty and its students. Recommendations observed from these surveys should be presented to the Learning Center Staff.

Faculty Members

Faculty members, full or part-time, should be aware of the materials in the various subject fields that are available for professional study, student assignments, and supplementary reading needs. They should also be aware of their professional importance in checking these needs, making requests, and building their Departmental materials collections by submitting purchase requests for the learning center through their departmental chairmen.

Budget Distribution	Materials budget will not be assigned specifically to each department. Instead special conferences with the divisional and/or department chairman will ascertain specific needs for material in subject areas, taking into consideration new courses, materials already in the collection or available in the County Library, and the needs of other departments.
Priorities	Priority for books and other materials to be purchased for the learning center will be given to those materials which meet the direct curricular needs of the students in the courses offered, including: items needed for class assignments; collateral reading; references in the textbooks; supplementary individual study or for use in preparing term papers and reports; and those reference and bibliograhical tools which will facilitate finding and using these materials.
Secondary Selection	After the primary needs have been met then consideration can be given to other desirable materials which will give balance to the collection or meet vocational, avocational, cultural, special interests or needs of the student body, and the faculty.

Junior College Materials

Materials pertaining to community/junior colleges will be acquired and added to the collection.

Materials Not Normally Purchased

Outside the normal scope of the learning center purchases are:

a. Rare books and first editions per se. (Some out-of-print books are not considered in this category--price wise; however, if justification can be made for the purchase, it is approved.)
b. Extensive collections of materials in a limited subject area.
c. Research materials on a graduate level, except for those few items needed by the junior college student.
d. Books in minor languages not taught at the college.
e. Fiction (except for representative titles and books needed for literature classes.)
f. Files of other than current newspapers. (exception: Microfilmed copies of the New York Times.)
g. Technical reports. (Except when needed for classes.)
h. Specialized technical books beyond the needs of the students.
i. Textbooks for courses offered at the college.

Duplication Within the Learning Center	There will be a limited amount of duplication of books and other materials, except where the needs of the students and the continued demand for the book make it apparent to the learning center staff that additional copies should be secured. Initially only one copy of a title will be purchased for most materials.
Out-Of-Print Materials	Out-of-Print book materials will meet the same criteria for purchase as for other books, and in addition, they will be considered in relation to the proportion of the book budget they will be preferred to out-of-print originals.
Gifts	Gift books will be accepted only if the learning center may dispose of them if they fail to prove desirable additions to the book collection because of their physical condition, obsolescence of the information contained, or failure to be of sufficient use to the users of the learning center. If any large, unique, or significant collection in a limited subject area were offered as a gift it might be judged on the value of the collection as a whole and not on the value of the individual book in the collection.

Periodical Subscriptions

Periodical subscriptions will be entered after taking into consideration: (1) curricular needs, (2) interests of the students and faculty, (3) type of information contained in the magazine, (4) whether or not they are indexed in available periodical indexes, (5) cost of the subscription in relation to its possible use, (6) inclusion on the Southern Association list or other standard lists, and (7) other subscriptions already received by the learning center in the same general area of interest. Late periodical subscriptions are entered on the annual bid list. Since most periodical subscriptions will be handled through an agency, and since much time is needed before the first issue is received, recommendations for new periodicals to be added to those already available should, as far as possible, be made by department chairmen at least six months before the subscription is to begin.

Non-Print Materials

Non-print materials will be ordered by the learning center in the same manner as books with priority given almost exclusively to curricular needs. Non-print materials must be PREVIEWED by the person requesting the materials before final payment is authorized. The learning center will maintain files and listings of available non-print materials for the use of the faculty.

ACQUISITION OF BOOKS

Please refer to J.M. HODGES LEARNING CENTER ACQUISITIONS POLICY in the General Policies section.

Faculty Participation

The faculty shall be involved in the selection of media through the circulation of Choice cards, publishers' literature, participation on the learning center committees, special liaison assignments for librarians and/or teachers frequent reporting of needed media and previewing of non-print materials.

Selection Tools

Standard selection tools such as the following shall be used as guides in selecting media:

Book selection tools --

- CHOICE
- Library Journal
- Booklist
- N.Y. Times Book Review
- Publisher's Weekly
- Wilson Library Bulletin
- Saturday Review World
- Books for Junior College Libraries

Non-print selection tools --

L.J. Previews

Media Review Digest

Booklist

Wilson Library Bulletin

Special subject area reviewing tools

ACQUISITION OF PAPERBOUND BOOKS

Permabinding

It is the policy of the J.M. Hodges Learning Center to accept materials that are bound in a paper format. However, before these materials are placed on the shelf for circulation, they are sent to the bindery to be permabound. Within the limits of the alloted budget, all paperback books are to be rebound in some manner.

POLICY AND PROCEDURES FOR SELECTION OF BOOKS AND LIBRARY MATERIALS PARIS JUNIOR COLLEGE

POLICIES

1. RESPONSIBILITY FOR BOOK AND LIBRARY MATERIALS SELECTION

   For all college activities, the President of Paris Junior College delegates to the learning center staff and to the faculty the authority for book selection in accordance with this policy.

2. GENERAL LEARNING CENTER OBJECTIVES

   As an instructional facility, the learning center complements and supports all classroom activity and is an integral part of the curriculum, paralleling it at all points in all departments. The center offers resource and enrichment material for students and for faculty. Materials are selected on the basis of maturity and ability levels of all students. The library component of the learning center accepts as its basic objectives the provision and servicing of expertly selected books and other materials which aid the individual in the pursuit of education, information, and in the creative use of leisure time, attempting to foster reading as a habit through pleasurable exposure to printed materials during the formative years. Thus, it provides additional materials to attract students to reading as a source of pleasurable and recreation over and above needed subject content.

   Although not intended as a truly "scholarly" library, the library component of the learning center at Paris Junior College has a reference responsibility to its clientele, both school and community. Shelves contain classics in most

fields of endeavor which are a part of our civilization. It possesses reference tools in greater number and of more scholarly significance than its neighboring libraries usually afford. These are needed and used by its college personnel, but they also serve as a regional source. The determination of its purposes, content, and instructional functions is a professional responsibility that requires the cooperative efforts of the faculty and the librarian.

No single library stands alone in its philosophy, its content, or its practice. Only applications and emphases differ, and the best thinking of the profession has applicability at the individual level. Therefore, Paris Junior College subscribes to the American Library Association's "Library Bill of Rights" and "Freedom to Read" statements.

3. OBJECTIVES OF BOOK SELECTION

a. Policy: In the formulation of selection policies to implement these general objectives, the learning center places major emphasis on the instructional and informational functions. According to the learning center's definition, a book has "instructional" value if it contributes to the positive growth of the student, either as an individual or in the individual's relationship to society. Thus, the learning center recognizes the importance of both books of basic permanent value and timely materials of current value on public issues.

b. Standards: The learning center recognizes and adheres to the accrediting standards of the Southern Association of Colleges and Schools: Standards VI - Library.

c. Resources: Whatever the format, library materials must be selected, acquired, organized and maintained to fulfill the purposes of the institution and to support the educational program. The entire campus community should share the responsibility for resource development in order to satisfy curricular requirements, stimulate cultural enrichment, and promote faculty research and professional development. The goal of the library at Paris Junior College is to have the print, multimedia, microform, and other non-print materials to support the full range of course offerings at the college. Faculty involvement in the building of these library resources is essential--particularly in individual fields of expertise.

As Paris Junior College has specialized technical and vocational programs, special emphasis is placed on securing pertinent trade and technical journals as well as standard reference materials in each curricular area. The library collection is to include sufficient holdings to support all general educational offerings as well as materials related to the institution's principal technical-vocational programs.

Qualitative measures are utilized in collection development to assure the relevance of the resources to the level of the curricula. Standard reference works are kept current and abroad in coverage. General collections include a diversity and depth of materials which enable the user to gain a sense of historical perspective and some degree of subject specificity. Regular testing of the collections through the use of standard bibliographies and recognized checklists serve as a useful method of determining the quality of collections.

4. QUESTIONED OR CHALLENGED MATERIALS

Opinions may differ in a democracy, and the proper procedures will be observed in recognizing those differences in an impartial and factual manner.

PROCEDURE FOR HANDLING QUESTIONED OR CHALLENGED MATERIAL

A. Procedure:

1. Criticisms may be registered with the learning center and will be directed to the President of the college. The criticism of the questioned item shall be presented by submitting a completed REQUEST FOR RECONSIDERATION FORM (Appendix B). The request must be signed and an address given which will allow proper reply.
2. All complaints along with the questioned material, if available will be reported immediately to the President.
3. A study committee will be appointed by the President. This committee should be composed of the appropriate Dean, two administrators, a professional librarian, and three faculty members.
4. The written report and recommendation of the study committee will be sent to the President for action.
5. The President will inform the complainant and the study committee of any action taken.

B. Guidelines for action

1. The committee shall be guided in its recommendations by the statement of Objectives in Part 2 of the report.
2. All learning center personnel should be thoroughly familiar with routines established for handling challenged materials.
3. No one is authorized to promise to remove a challenged book, regardless of source or degree of complaint; one may promise only to review it again through established channels in the light of the objectives raised in writing.

4. All reviewers shall reconsider the book or materials with these specific objections in mind, regardless of original purpose for addition of the title.
5. Consideration should be given at the earliest possible time after a challenge arises.
6. The recommendation of the review body should be regarded as the result of the informed opinion of persons qualified to judge.

THE LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information, and enlightenment of all the poeple of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan of doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all gropus in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948, amended February 1, 1961 and June 27, 1967, by the ALA Council. By official action of the council on February 3, 1951, the Library Bill of Rights shall be interpreted to apply to all materials and media of communication used or collected by libraries.

FREEDOM TO READ

A statement prepared by the Westchester Conference on the American Library Association and the American Book Publishers Council, May 2 and 3, 1953.

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts as suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an idealogy, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the roughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious through requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limited the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the reader to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights. We therfore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader rnager of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to

prepare the young to meet the diversity of experiences in life to which they will be exposed as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; not can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing to book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedoom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the given and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally

collide with those of another individual or group. In a free society, each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserve of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worth of cherishing and keeping free. We realize that the application of these proposition may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that

ideas can be dangerous; but that the supporession of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Endorsed by: American Library Association Council, June 25, 1953;
American Book Publishers Council, Board of Directors,
June 18, 1953.

CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK

PARIS JUNIOR COLLEGE

Author: Call #
Title:

Publisher (if known)
Request initiated by_____
Telephone _____ Address _____
City _____ Zip Code _____
Complainant represents
_____ himself
_____ (name organization) _____
_____ (identify other group) _____

1. To what in the book do you object? (Please be specific; cite pages).

_____

_____

_____

2. What do you feel might be the result of reading this book? _____

_____

_____

_____

3. For what age group would you recommend this book? _____

4. Is there anything good about this book? _____

_____

_____

_____

5. Did you read the entire book? _____ What parts? _____

_____

_____

6. Are you aware of the judgment of this book by literary critics? _____

_____

_____

7. What do you believe is the theme of this book? _____

_____

_____

_____

_____

_____

8. What would you like Paris Junior College to do about this book?

_____ withdraw it from all students

_____ send if back to the appropriate department for re-evaluation

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

GIFTS: POLICY STATEMENT

PARIS JUNIOR COLLEGE LEARNING RESOURCES CENTER

The LRC is grateful for gifts, and its collection has been enriched greately by amny fine donations of books, prints, periodicals, phonography records, and other material which it would otherwise not have been able to afford.

However, in accepting a gift the LTC reserves the privilege of deciding whether it should be added to its collection. Out of the thousands of books which citizens so generously give, a considerable proportion can hardly be used to full advantage by the LRC itself, because any book, though of value in itself, may be: (1) a duplicate of an item of which the LRC already has a sufficent number; (2) outdated--interesting but not of sufficient present reference or circulating value to the library, which must scrutinize every book with the idea of shelf space in mind; (3) in poor physical condition--would not justify the expense of processing it, i.e., accessioning, cataloging, and preparing it for circulation. The LRC makes an effort to dispose of all gift material which it does not add to its own collection to the very best advantage. If at all possible, it is offered to other libraries or institutions as gifts or exchanges . . . Books not disposed of otherwise may be discarded.

If the donor wishes, a receipt for tax purposes will be issued for all material added to the LRC collection. In the absence of a professional appraisal at the expense of the donor, the fair market value will be estimated at $5.00 per book.

If the donor wishes the material which is not added returned to him, he may so state, and leave his telephone number and address so that he may be notified. Material not picked up within five (5) days after notification must be discarded to make room for incoming materials.

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